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ABSTRACT

The purpose of this instructional kit is to provide secondary school teachers with activities and discussion topics to help students understand the nature of prejudice and how it conflicts with basic American values. The materials presented address seven educational objectives: (1) helping students understand that pluralism is a basic characteristic of our society; (2) helping students understand that our nation derives strength from two sources--from the intellectual and social ferment that comes from diversity coupled with the stability that comes from sharing common values; (3) helping students understand the nature of prejudice; (4) helping students understand the prejudice is un-American--that it attacks the vary basic structure of our society; (5) informing students about the consequences of prejudice both for individuals and for society; (6) elaborating on the forms prejudice take and alerting students to the specific dangers each represents; and (7) helping students understand that each of them has a role in the fight against prejudice. (KH)

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Being Fair and Being

A human relations program for the secondary school.

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Introduction

In the last three decades there has been a dramatic increase in the visibility of many sectors of the population that were, in previous times, quietly ignored or actively segregated. Blacks, women, disabled and handicapped, Hispanic, Native American groups and others have all won important victories protecting their rights and equality of opportunity.

While this trend is applauded by most Americans, other Americans are confused or even threatened by the differences they now see daily around them — differences in their workplaces, their neighborhoods, and their schools.

School is the primary place where young people are exposed to diversity, frequently for the first time. And it is within the schools that educational strategies can be undertaken that will help students cope with, understand, and appreciate the value of differences and the value of fairness regardless of difference. It is within the schools that young people can be reminded of some of the basic beliefs on which the United States was founded — equal opportunity and equal protection under the law.

The purpose of *Being Fair and Being Free* is to provide teachers with the means to help students understand the nature of prejudice and how it conflicts with basic American values. Students will learn the long-range consequences of prejudiced behavior and how prejudice can undermine an individual's strength and the strength of a nation.

There are seven educational objectives contained within this material. Each objective is demonstrated through the use of activities that help students experience the learning for themselves.

As with any prepared material, you as the teacher are the best judge of what activities will work with your classes. The materials are designed to be used in sequence but lend themselves to use in ways that seem most appropriate for your students.

This kit provides you with all that is necessary to teach the lessons contained in it although some of the lessons require additional research on the part of the students. A bibliography is included should you wish to pursue this subject further.

SECTION I

Ours is a Pluralistic Society
(Activities 1-4)

Objective 1
To help students understand that pluralism is a basic characteristic of our society.

Objective 2
To help students understand that our nation derives strength from two sources — from the intellectual and social ferment that comes from diversity coupled with the stability that comes from sharing common values.

Discussion

In these activities students learn about what pluralism means in America. They review the American attitude toward fairness and discuss how fairness is incorporated into American law. Finally, with the realization that fairness is a belief shared by most Americans, students identify other commonly held beliefs, customs, and behaviors that distinguish Americans.

Method

In Activity 1 students explore their group affiliations and the degree of their loyalty to the groups to which they belong.

In Activity 2 students review what they know about the political, religious, and economic motives that helped shape this country.

In Activity 3 students look at various laws that Americans have enforced or tried to enforce to regulate society. Students are asked to draw conclusions about the fairness of these laws.

Advanced students can be asked about which laws have been repealed or overturned.

In Activity 4 students are asked to look at Americans from the perspective of an alien or a visitor from another planet. They are asked to assess three situations and decide what each situation says about the beliefs and customs of Americans. Description number two of this activity reflects the pluralistic nature of religion in America. The tree and wrapped packages describe Christmas. The candelabra in the window represents the Jewish holiday of Hanukkah — a holiday the Jews celebrate in December to commemorate their victory over the Syrian - Greeks in 165 BCE. This was the first great victory in history for religious freedom over tyranny and oppression. The procession of people carrying candles is part of a Hispanic celebration of the Christmas season called Los Posadas. The straw mats, candle holders and corn represent items used by some Black Americans to celebrate the holiday of Kwanzaa during the month of December. Kwanzaa is a celebration by Blacks of their African heritage. After reading the descriptions, students are asked to come up with their own examples of observed behavior and to ask other students to interpret what these actions can teach us about Americans.

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SECTION II

Prejudice: Unfairness and the Dangers Posed by Both (Activities 5-17)

Objective 3
To help students understand the nature of prejudice.

Objective 4
To help students understand that prejudice is unAmerican; that it attacks the very basic structure of our society.

Objective 5
To inform students about the consequences of prejudice both for individuals and for society.

Objective 6
To elaborate on the forms prejudice takes and to alert students to the specific dangers each represents.

Discussion

In the activities that begin this second section, students are introduced to the thinking that serves as the foundation for prejudice and unfairness. Students explore what happens when people are stereotyped, or thought of in groups, or thought to be "inferior."

Later, students analyze their school for possible discriminatory customs and practices and then discuss a situation in which a student is faced with an ethical dilemma.

The roots of prejudice are uncovered in an allegorical story. Further elaboration on the transmission of prejudice is provided through an analysis of current and historical examples.

Finally, after completing activities about scapegoating, vandalism and extremism, students will be alerted to the dangers that prejudice poses to our pluralistic and democratic society.

Method

Activities 5-9 bring the ideas of this unit into the school setting.

Activity 5 introduces the concept of stereotyping a group or an individual. The examples are not meant to show malice or intent to discriminate. Instead they demonstrate casual stereotyping which is often just as unfair.

In Activity 6 students identify stereotypes with which they might be familiar.

Activity 7 discusses the very real possibility that a natural loyalty, as to a school, might turn into a prejudice if people are encouraged to think they are really "better than" their rivals.

In Activity 8 students are asked to analyze their school in terms of the groups that exist within the school. Students are also asked to think about the kinds of discrimination that might be apparent in a school setting.

Activity 9 explores the question of when to speak out about issues of prejudice through an example of a student faced with such a dilemma. The teacher can elaborate on this activity by encouraging students to discuss the balance between protecting one's self-interest and acting in accord with principles. In this example, Beth may be risking loss of friends and loss of college recommendations, and must weigh these factors against the principle of supporting a service for immigrant students.

In Activities 10 and 11 students read and discuss "The Case of the People With Green Hair." The discussion of this story should help students draw conclusions about how the same factors might be working in their own lives. Teachers might want to help students identify ways to overcome the transmission of prejudice.

Activity 12 gives students the facts about a current situation — that existing in South Africa — and asks students to compare what they learned in Activity 11. Students are also asked to research the history of Jim Crow legislation in the United States and compare those laws to the laws of South Africa.

Activity 13 discusses two recent historical examples of scapegoating — the relocation of the Japanese Americans during World War Two and the Nazi strategy of scapegoating the Jews.

Activity 14 presents an interview with a teenage vandal. This interview is a composite drawn from statements made by vandals to police and school authorities. Discussion should involve not only the vandal's feelings about those against whom he discriminates, but also any conclusions the students might draw about how "Steve" feels about himself and his own place in the school. Ask students to refer to Activity 7 again. Discuss how the outcome that is presented in each activity is a result of thoughts and feelings on the part of Steve and on the parts of the losing team members. Ask students to identify these thoughts and feelings and analyze how they contributed to the outcomes in each story.

Activity 15 reminds students of the actions taken by the government of Nazi Germany against Jews. Students are asked to identify the kinds of actions taken by the Nazis. Students can be helped to see that these initial acts of prejudice and discrimination paved the way for the destruction and murder that followed.

In Activity 16 students find out more about extremist groups within the United States and draw conclusions about the dangers represented by these groups. They are asked to speculate about what kind of society we would have if these groups were successful.

In Activity 17 students review some of the values that are important to Americans and are asked to examine these values in light of current issues and debates. Students are asked to come to an understanding of how these common values protect all of us.

Example 1 will lead into a discussion of how prejudiced behavior violates the right to equal opportunity for all of us. Example 2 explores the concept of equal protection under the law. Students can be made aware that the rights that protect criminals and suspects protect all of us and that to diminish these rights can hurt all of us. Example 3 can assist students in thinking about the separation of church and state in a concrete way. The final example helps students understand that government with the consent of the governed only works when citizens participate in the democratic process.

SECTION III

What Can Be Done About Prejudice?

Objective 7
To help students understand that each of them has a role in the fight against prejudice.

Method

It is important to learn about prejudice and its dangers. It is equally important to learn how to reject and overcome whatever prejudice we find in ourselves and in the groups and communities to which we belong. The final section of *Being Fair and Being Free* addresses the need for attitudinal and behavioral changes to overcome prejudice. In this section students get the chance to discover whether these lessons have had an impact on how they view their roles within family, school, community and nation. They analyze whether they themselves can reject prejudice and discrimination and whether they can act as change agents to enable those around them to reject prejudice as well.

In Activity 18 students learn some strategies and techniques that combat feelings of prejudice. They are asked to look at those situations and places they encounter daily — their family, school and their own thoughts — and identify areas where prejudice exists and how it might be eliminated. Students are also asked to identify the changes they think are possible and those they see as impossible. During class discussion it will be important to discuss any areas that students identify as "impossible to change."

In Activity 19 students extend their view to the wider political units of community, city and state. It is suggested that students look through local newspapers and watch local news shows to identify issues involving prejudice. Teachers might supplement and expand this exercise by collecting examples of community issues dealing with fairness and prejudice. Or the teacher may want to suggest that students find out about these kinds of local issues by calling or visiting local branches of various human relations and civil rights agencies. These will have information about current local issues and may also have represented complainants during specific instances of prejudice.

Activity 20 completes the course by enabling students to take a world-wide perspective and apply what they learn to this nation. Students should have no trouble identifying areas of the world that are in turmoil due to prejudice and a rejection of pluralism. This knowledge should help underscore for students the importance of basic American ideals and values — fairness, equality and pluralism. Students are asked to determine whether these problems they have identified in other countries could happen or are happening here. Class discussion can focus on what can be done to prevent or eliminate these types of problems in the U.S. The students are asked to think of what powers they have personally as citizens and as prospective voters and taxpayers, and how they can best use those powers to eliminate prejudice, discrimination and the dangers inherent in both.

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ACTIVITY 20

What Can You Do as An American?

We have seen that American ideals and values incorporate ideas of equality and fairness, regardless of race, color, national origin, religion, sex or handicap. In this last activity of the series we will extend our vision to include the nation and the world.

To begin, look through national news magazines or watch the national and world news for a few nights. Identify at least three countries where racial, religious or other prejudices are creating problems for the people of those countries. Identify the problems that result to individuals, to groups and to the country as a whole.

Looking again at the United States, decide whether you think these problems of discrimination and violence could happen here. If you think not, identify what safeguards there are to keep these things from happening. If you think that violence or discrimination because of prejudice is happening here or could happen here, then decide what you as a future voter and a taxpayer could do to eliminate this problem.

Use space below to identify the problems and the safeguards and to analyze what you might do to reduce prejudiced beliefs and behaviors.

Discuss your ideas and plans in class.

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ACTIVITY 19

What Can You Do in Your Community?

In the last activity we thought about ways to overcome prejudice as it affects our daily lives — in ourselves, homes and schools.

Sometimes, unless we make ourselves actively aware of what is going on around us, we fail to see or hear examples of prejudice or discrimination. We can stay unaware unless prejudice touches us directly in some way.

This activity asks you to extend your thinking into a larger arena — the community, city or state in which you live.

To do this, study the newspapers or watch the local TV news channels for a few days. Determine if any issues are current in your community right now that deal with prejudice or discrimination.

For example, many communities are dealing with issues such as fair housing, discrimination against new immigrants, minorities or the aged, accessibility for the handicapped (to public buildings and public transportation), affirmative action, and other issues involving fairness and equal opportunity.

When you have identified a community issue, students in the class will choose roles to play relating to this local issue. As an example, a handicapped person might sue a city government because the city's public buildings do not have wide enough doorways for wheelchairs to enter. Here are some possible roles for this example:

1. The complainant
2. Members of the city government
3. A taxpayer's committee against spending money to widen doorways
4. A group supporting the rights of handicapped people
5. Lawyer for the complainant
6. Lawyer for the city

It is important to look at all the different points of view that might be expressed in your community. Which points of view seem to be strictly factual and which seem to include prejudiced beliefs? When you have identified the roles and the points of view, role play a public hearing or a trial in which this issue is debated and discussed.

As a community member where do you stand on this issue?

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ACTIVITY 15

Prejudice and the Nazis

One of history's most blatant examples of the result of prejudice is the Holocaust in which six million Jewish people were killed simply because they were Jews. Murder was the last step in a series of actions designed to help other groups see the Jews as "different" and "not human."

Forms of Prejudice

A. Stereotyping
B. Discrimination
C. Scapegoating
D. Vandalism

Some of these steps leading to the Holocaust are briefly described below. Referring to the forms of prejudice listed on the side, identify the one that most clearly describes each of these 10 actions taken by the Nazi government.

1. Jewish children were forbidden to attend German schools.

_____

2. Jewish doctors were forbidden to treat non-Jews.

_____

3. German children were taught that it was possible to recognize Jewish people by the shape of their noses.

_____

4. The Nazis blamed Jews for Germany's loss in World War I.

_____

5. On November 9, 1938 members of the Nazi party destroyed 267 synagogues and looted 7500 Jewish-owned shops.

_____

6. Jews were required to wear a Star of David on their clothing.

_____

7. In Nazi propaganda, Jews were compared to "poison mushrooms" that could "infect" all of the German people around them.

_____

8. Marriage between a Jew and a non-Jew was forbidden.

_____

9. All Jewish property was seized by the state and distributed to non-Jews.

_____

10. Jews were taken from their homes and sent to concentration camps.

_____

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ACTIVITY 16

Extremist Groups Threaten American Beliefs and Values

We have seen how prejudice threatens the basic structure of American society, ignores the value of individual differences, and conflicts with the basic ideals of our system of government.

Throughout American history, however, groups have come into existence with the intention of discriminating against and even terrorizing one group or another.

Below is a list of certain groups, called extremist groups, whose purpose it is (or was) to exclude from American society those they consider "inferior," or "un-American."

Pick one of the groups below. Some of these groups are in existence today; others were active in the past.

Research the group you have chosen using the questions on the bottom of this page to guide you in your research. Make a report to the class on what you found out during your research.

American Extremist Groups

1. American Nazi Party
2. American Protective Association
3. Aryan Nations
4. Black Panthers
5. German-American Bund
6. "Know Nothing" Party
7. Ku Klux Klan
8. The Order
9. Posse Comitatus
10. Weathermen

Your research should answer the following questions:

1. How did this group start?
2. Who are its members?
3. What are its goals?
4. How does the group hope to achieve its goals?
5. In what way are the goals of this group in conflict with basic American values?

Questions for everyone to answer during class discussion:

1. What ideas do all of these groups have in common?
2. What behaviors do they all engage in?
3. What kind of society would we have if any of these groups were successful?

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ACTIVITY 6

Unfairness Is Possible When People Are Thought of in Groups

Prejudiced thoughts come from stereotypes that we hold in our minds. We pick up these stereotypes from what we hear other people say, what we read, and what the people around us believe.

Below are some categories of people that you might know some stereotypes about. Fill in these incomplete sentences. In class discuss these generalizations.

1. All football players are _____

2. Women are likely to _____

3. Fat people are _____

4. Students who get straight A's probably _____

5. Students with physical handicaps probably feel _____

6. Cheerleaders tend to be _____

7. Black students are good at _____

8. Jewish students are probably _____

9. Asian students are _____

10. Hispanic students like to _____

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ACTIVITY 5

Believing "They" Are All Alike Is Stereotyping

Although America is founded on beliefs in equality and fairness, when so many different kinds of people live together, the possibility of unfairness sometimes arises. Unfairness can take the form of prejudice against certain people or groups of people. A prejudice is an opinion formed without facts. To be prejudiced means making a judgment about someone before knowing him or her. In this activity we will look at what happens when people are no longer thought of as individuals, but rather as members of a group who all think and behave in the same way. This is a form of prejudice called stereotyping. A stereotype is an oversimplified generalization, usually involving negative beliefs about a particular group.

Read the short conversations below and describe the possible unfairness of what is being said. What is the stereotype contained in each example?

1. Two teachers are discussing which students they will encourage to enter the Science Fair. One says "How about Christine Smith? She did really well in chemistry this year." The other teacher says, "Oh not Christine. She's a cute girl. She'll be more interested in the junior dance than in the Science Fair."

2. Two teenagers are discussing who to invite to the dance they are planning. One says, "Let's invite Greg—he's new in school but I think he's kind of cute." The other says, "But didn't you notice he's handicapped? He wears braces on his legs. He'll just think we're making fun of him if we invite him."

3. Carol is talking to her mother about a pajama party she has been invited to.

   "Who's giving it, honey?" asked the mother.

   "You don't know her, Mom. She just moved here with her family. She's from Mexico or somewhere like that in South America."

   "Oh, Carol. Do you think you should go? Her family might not speak English and will probably behave in strange ways. The food is sure to be highly spiced—I don't think you'll have a good time."

4. Two coaches are discussing the new freshmen class at their school.

   "Looks like a lot of good talent coming up this fall."

   "Yeah, I saw Bob Smith play tennis the other night at the City League. I'd like to get him for our tennis team."

   "Bob Smith? But he's Black. I'm sure he'll want to be on the basketball team with all his friends."

5. Jean lives with her grandmother. She has been close to her grandmother since her mother died many years ago. Jean has a new boyfriend but he gets in trouble a lot and she worries about the things he does. She'd like to talk to her grandmother about this but one of Jean's friends says "How can you talk to your grandmother? She's too old to even remember about boys and dating. Besides, she'll just make you break up."

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ACTIVITY 7

When We Think "We" Are Better than "They," We Can Be Unfair

When we think of people in groups instead of as individuals we take a step toward being unfair. Sometimes people begin to think and act as if the group they belong to is better than some other groups. Stereotyping another group as inferior can lead to dangerous consequences. Read this story that tells how a natural loyalty to a school team changed into highly prejudiced behavior. Discuss in class the questions at the end.

East High School and West High School had always been rivals for every trophy in sports and any other competition in the town. Over the years the neighborhoods around the two schools changed and East High School had most of the newcomers to the community and was racially and ethnically mixed. It had a considerable number of students who were just learning English. West High School served families who had been in the neighborhood for many generations.

One of the big contests between the two schools was a trivia quiz; the two teams would try to answer questions about literature, geography, history and science. The contest was so big in town that it was even broadcast by the local TV station.

Each school had a 3-person team. The East team had two members who spoke with accents. Everyone in town watched the game the night it was on. Everyone expected West to win, since West had been trivia champions for three years.

But this year a real upset happened. The East team won and won by a big margin. The East players and their supporters in the audience broke into smiles and cheering when they won and shouted to each other about plans for a big victory party that night.

The West team walked glumly out the door of the studio with many of their friends, no one knowing what to say.

Suddenly Dave, the captain of the West team said, "They cheated!" Everyone looked at him in surprise. "How do you know?" someone asked. Dave snorted, "It's obvious isn't it. They've never won before. They can't even speak English right. And how can those foreigners know more about American history than we do?"

Suddenly that idea made sense to everybody. Of course that's what happened. There was no other explanation! "What should we do about it?" asked Rick, a friend of Dave's. "Let's just go down to that party they're planning and prove to them that West High School doesn't like losing to people who cheat!"

1. The West team accepted a stereotype with very little questioning. Why is this type of thinking dangerous to American society?

2. What other explanations might there be for why the West team lost?

3. Why did the West team act as it did after the game?

4. What are the consequences, in this story, of stereotyping people in highly prejudiced ways?

5. An individual who holds prejudiced feelings against certain groups hurts him or herself. When an individual acts on those feelings it is dangerous to the entire community.

   a) How does a prejudiced belief or feeling hurt the individual who holds it?

   b) How is the entire community endangered if individuals act out prejudiced thoughts?

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A C T I V I T Y 8

Acting Out Prejudice Is Discrimination

Stereotypes and prejudiced thoughts shape our attitudes about people. When we act in unfair ways toward people based on our unfair attitudes it is called discrimination. Discrimination means keeping people out of activities or places because of what group they belong to.

Use this exercise to think about your own school. Are you aware of any instances of prejudice and/or discrimination in your own school? By answering some of the following questions, try to identify open or hidden ways in which people discriminate.

1. Do you have a variety of racial, religious and ethnic groups in your school?

2. What are some of the classifications of students in your school? (e.g., "jocks") Does everyone fit into some classification?

3. Are there places in your school that are identified as being only for certain groups?

4. What happens if a new student enters your school? Your class?

5. Do you feel that every group in the school is open to you? Open to everybody?

6. Are there certain events that happen in the school that only some groups attend, even though everyone is invited?

7. Do you think that students start off in a new class with a "clean slate," or do labels follow students into every class?

8. Do you think the groups people belong to in your school have anything to do with how other people treat them? How they see themselves?

9. In what situations in your school do people of different groups interact with each other?

10. What do you notice about the way different groups in your school behave toward each other?

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ACTIVITY 9

Making the Right Choice Isn't Always Easy

Beth Thomas is a junior running for student council president at a high school in a suburb of a large coast city. The school has been made up predominantly of one racial and ethnic group but in the last three years, many immigrant families have moved into the area. Many of the children in these families do not speak English and some, because of problems they faced earlier, are not even accustomed to attending school. Because of the problems they encounter in school, some of the new students drop out as soon as possible while others try to get through by staying quiet and keeping to themselves.

As a candidate for student council president, Beth is invited to attend a meeting of the school board. At the meeting a group of students, parents and teachers propose that the high school begin a special program designed to help the new students adjust. "After all," says one parent, "America has always welcomed newcomers." The program would provide special language instruction, tutoring help and a "buddy" system to help new students get acquainted with the school, and their peers. The school board members seem interested in the idea, especially when the group proves that the program will be inexpensive since much of the work will be done by volunteers.

However, several people speak against the idea at the meeting. Some parents speak out saying, "No special privileges were ever given to my kids. These foreign kids should go back where they came from." Some of Beth's favorite teachers are against the plan saying, "These students will adjust better if they are just treated like everyone else. They wouldn't appreciate what we do for them anyway."

One of Beth's close friends, a member of the choir and orchestra says, "If we have any extra money, let's spend it on the music program — more kids would benefit from those programs and we can never raise enough money for the things we need."

Beth felt the plan was a good idea, but she didn't want to disagree with her friends at the meeting. On the way home, she felt pulled in two directions, wondering whether to support the plan or not.

Beth discussed her dilemma with her parents after the meeting. She told them she wasn't sure what she should do. They suggested that Beth make a list of reasons for and against supporting the group's proposal.

Reasons to Support Special Program for New Students

1. I would appreciate that kind of program if I were in a new situation.
2. A lot of important people are in favor of the program, including several school board members.
3. These new kids have already suffered a lot just by being in a new country so why not make school as easy as possible.
4. If these new kids are helped to fit in faster, they can begin making contributions to the school sooner.
5. America is supposed to be a country that welcomes immigrants.
6. My parents would probably want me to be helpful to the new kids.
7. The program could be accomplished without spending a lot of money.

Reasons To Be Against Special Program

1. I might lose the election if I take a strong position.
2. The school board seems to be in favor of the idea, and so, what I do or say won't matter anyway.
3. Some of my friends might be angry if I speak out in favor of spending money for this program.
4. Parents and teachers have pointed out that we never had any special help. Why should they?
5. Some of my favorite teachers are against this plan and I need college recommendations from them.
6. The students who will benefit from this plan won't even appreciate what I'm doing and most of them don't vote in these student elections anyway.
7. Since there is only a limited amount of money available, maybe it is more fair to spend it on some of the bigger programs like music or art or sports.

After considering all of the reasons that Beth has come up with, rank the reasons from best reason to worst reason *in each section*. Place a 1 by the reason you feel has the most merit and continue ranking in order until you identify the reason that has the least merit on each of her lists.

Discuss these questions in class.

1. What did you judge to be the best reasons for and against supporting this plan? What were the worst reasons? Why?
2. What do you think is the easiest solution for Beth?
3. What do you think she should do?

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ACTIVITY 10

The Case of the People with Green Hair (Part I)

John Doe is not born with prejudice against other human beings who have green hair. But from the time he is a tiny tot, John Doe is warned against them. Don't play with the children with green hair. Don't talk to them. Stay with your own kind. You're a bad boy, John Doe, if you have anything to do with the green-haired children. John Doe learns not only from his parents' words but also from tone of voice, facial expressions, and gestures.

As John grows older, he learns that his parents and their friends and neighbors do not want people with green hair to attend his church, to live in his neighborhood, to go to his school, or playground, or camp. The adults who control John's life, and whom he imitates and depends upon, insist that the people with green hair stay in their place. Everybody with whom little John Doe is acquainted believes that green-haired people should worship elsewhere, live elsewhere, and be educated elsewhere. As a child, John Doe very seldom even sees people with green hair.

As to jobs, the family of little John Doe believes that people with green hair should do the heavy and the dirty work which people like John Doe's folks need done but don't want to do themselves. The better jobs, in professions or businesses, should belong to people like John's father and mother. If people with green hair do hold any such job, they should be restricted to working for their own kind, the people with green hair.

The people with green hair whom John does encounter are those who do the heavy and the dirty jobs for his family. Naturally, these folks do not happen to be the more able green-haired people. Instead, they are the people who can obtain only this type of work. They are not well educated. They dress poorly. They get dirty on the job. So John Doe's first actual childhood experience with the people with green hair help persuade him that his family is right. Green-haired people, he can plainly see, are inferior people. They are uneducated, poor, dirty.

The way things are, there can be almost no communication between John Doe and the people with green hair. John has no reliable way of telling what green-haired people are thinking. True, he occasionally reads about people with green hair in his local newspaper. But, since conflict makes news, his newspaper usually reports on people with green hair who happen to get themselves into trouble with the law. When the name of a person with green hair appears in the news, the local newspaper carefully places the words "green hair" after the individual's name. John often comes away from his newspaper with the clear impression that too many green-haired people get themselves into difficult situations. The conclusion that everything has conspired to teach him since infancy becomes more confirmed. People with green hair are people who do bad things. Even the newspapers say so.

Since he has no way of communicating directly with people who have green hair, John Doe is an easy prey for wild rumors concerning "greenies," as many contemptuously call them. John hears that "greenies" want to marry people with "superior" hair color and thus make everybody's hair partly green. Though people with green hair repeatedly deny this rumor and plaintively explain that all they want is to be treated like human beings, John clutches on to the rumor. It strengthens his resolve to keep people with green hair in their place so that people like himself and his family will not be forced to live at the low level at which the people with green hair are forced to live.

Time moves along. John Doe becomes a man. He follows the patterns he has learned. He marries Jane Doe, who has learned the same prejudices against people with green hair. Eventually, they become parents. And what do they teach their children? "Don't play with the children with green hair. You are bad if you do."

John Doe has learned to be prejudiced against people with green hair. How did John get that way? The total environment in which John Doe lived encouraged prejudice against people with green hair. He learned his prejudices from his parents, their friends, and his neighbors. He learned them from his limited observations. He learned them from his reading of his newspaper. He learned them from his separation from green-haired people on his job. He developed an unattractive picture in his mind, an ugly stereotype of people with green hair. So, in turn, John Doe carried over his prejudices to his children. Because they noticed and imitated their father's feelings, John Doe's children, too, became infected with the disease called prejudice.

Nothing ever broke the circle that closed John Doe in with his prejudices against people with green hair. Things were so arranged by John Doe's family that he found himself walled in by the circle almost from birth. In turn, John Doe began to build a circle of prejudice around his own children from the time of their birth.*

*Prejudiced — How Do People Get That Way? William Van Til, pp 10-12. Reprinted with permission of Anti-Defamation League of B'nai B'rith. Tenth printing, 1975.

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ACTIVITY 11

The Case of the People with Green Hair (Part II)

Discussion Questions

1. Identify at least five ways that John Doe is taught to be prejudiced.

2. Are these kinds of teachings still present in society today? If so, give some examples.

3. What are some ways in which this kind of teaching can be overcome?

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ACTIVITY 12

Racism and South Africa

In "The Case of the People With Green Hair" we learned some of the ways that children are taught to be prejudiced and to exclude others.

In this lesson we will explore a current example of the transmission of prejudice. Stated below are facts about South Africa, a country in which apartheid — a policy of strict racial separation between blacks and whites — is the rule of the land. When a certain group is targeted in an unfair way because of racial differences, the policies are called racist. South African policies are examples of racism. After reading the facts about apartheid answer the questions for discussion at the end of this lesson.

Facts About Apartheid in South Africa

1. South Africans at birth are required to be classified by racial group.
2. Their racial classification determines where they may live, which schools they may attend and, in the mining industry, which jobs they may perform.
3. The Group Areas Act is a law that specifies where people of each racial group — black, white, Indian and mixed race — may live.
4. Blacks, who make up almost three-quarters of the population, are not allowed to vote.
5. Television news is controlled by the white minority government. Consequently, much of what happens in the black townships is not reported on TV.
6. Cemeteries, parks, restrooms and buses are segregated in most cities.
7. Beaches have notices saying which races may lie on them or swim in their waters.
8. Blacks must carry passes saying where they may live and work but other races do not have to carry these kinds of documents.
9. Whites have passports but blacks are only permitted documents saying their citizenship has not been determined.
10. Blacks are being moved from their homes in large numbers to undesirable land that the government has set aside as black "homelands."

Questions for Discussion and Research

1. In "The Case of the People With Green Hair" you identified five ways in which John Doe is taught to be prejudiced. Compare South African policies with the experiences that taught John Doe to be prejudiced.

2. Research the "Jim Crow laws" that mandated segregation of the races in certain parts of the United States. Compare these laws with those of South Africa.

3. Review the American Constitution's Bill of Rights and the Amendments to the Constitution. What safeguards exist in this country today to protect us from undemocratic and racist systems such as apartheid?

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ACTIVITY 13

Blaming It on "Them" Is Scapegoating

Prejudice and discrimination lead to scapegoating. Scapegoating means blaming another group or individual for things they did not really do.

To scapegoat a group requires:

1. That you see the group as separate from your group.
2. That you begin to think that this separate group is somehow inferior or threatening to your group.
3. That you blame your problems on the other group.
4. That you justify discriminatory or cruel actions toward the other group because of the "guilt" they bear for your problems.

Scapegoating is one of the most unfair of human behaviors. Below are two brief case studies of times in history when whole groups were scapegoated.

1. After the Japanese bombed Pearl Harbor in 1941, the United States declared war on Japan and soon after declared war on Italy and Germany. In 1942 many people began to say that all people of Japanese descent were a threat because they could be spies for Japan. Shortly afterward, all Japanese-American families living on the West Coast were forcibly taken from their homes and locked up in camps in the interior of the country, until the end of the war. All of this was done without trial. Many of these families lost their homes and businesses, and experienced financial ruin and emotional pain. The Italian and German-Americans were not treated in this way.

   a. Had the Japanese-Americans been convicted of any crimes?

   b. What were American fears after Pearl Harbor?

   c. Why do you think the Japanese-Americans were treated differently from the Italian or German-Americans?

   d. Could this kind of thing happen today?

2. One reason for Hitler's rise to power in Germany in the 1930's was his ability to express and respond to the fears and anger of his fellow-Germans. Many Germans in the 1930's were still bitter about Germany's defeat in World War I. National pride had been wounded. The country was in a serious depression. There was rioting and political agitation by both the right and left. Hitler's answer was to blame all of Germany's troubles on a "Jewish conspiracy." According to Hitler, Jews were not "real" Germans. They were inferior beings who should not be given the consideration of citizens. In this way the Nazis set the stage for the Holocaust—the mass murder of 6,000,000 Jews by the Nazis.

   a. Why were so many Germans willing to accept the Nazi view of the Jews?

   b. How did this "willingness to blame" contribute to the Holocaust?

   c. Why were the Jews convenient scapegoats?

   d. Could this kind of thing happen today?

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ACTIVITY 14

Scapegoating Can Lead to Vandalism

Discrimination and scapegoating can lead to vandalism—the destruction of the property of those against whom the vandal is prejudiced.

Below is an interview between a probation officer and a teen-aged vandal named Steve. The interview is a composite drawn from statements made by vandals to school, police and court officials.

When you have finished reading the interview, answer the questions at the end.

P.O. You've been convicted of a serious crime—setting fire to another student's car. We have to decide what to do about you. How are you feeling about what you did?

Steve: I'm glad about it. The cops may have caught me but at least everyone knows we're serious. We don't want any more of them in our school.

P.O. You talk about "we". Were there more kids involved in this?

Steve: Of course! Lots more. A lot of us feel exactly the same way. You better believe this will keep happening until they get out of our school.

P.O. Why bother with this? Why not just try to get along somehow?

Steve: They started it! They came into our school and right away took over the teams and the rec center. Even if one of us makes a team anymore they won't pass the ball to us. They take over the schoolyard every afternoon and at the dances it's always their music that's playing.

P.O. That all sounds like it could be worked out somehow.

Steve: We don't want to work it out. The school's a mess—graffiti, broken beer bottles all over the place. That's because of them!

P.O.: Come on, Steve. The school has had graffiti and broken glass for years! Besides a lot of those kids you hate have done good things at the school. They hold a lot of offices and they volunteer on committees.

Steve: So what! What's the big deal? They get elected to things because they just vote for each other. None of us can ever get elected to anything anymore. Everything's changed since they started moving in. They think they can just take over—but they'll see it won't be easy.

Questions for Discussion

1. What fears does Steve have?

2. What generalizations does he make?

3. How do you think Steve feels about himself?

4. If you were the P.O., what would you recommend for Steve?

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ACTIVITY 4

What Is an American?

As we learned in Activity 3, equality under the law is a basic American belief. If we think about it, we will see that there are a number of common beliefs, behaviors, and customs that are characteristic of Americans and of our society. Activity 4 helps us explore some of these characteristics.

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"What Is an American?"

You are from another planet. You come to Earth to study the people who live on this planet. You land in the United States and you begin a tour that will take you to many different places. Luckily you are invisible and the Americans don't know they are being observed. Take notes on what you see and when you are done compare notes with your fellow aliens.

Americans

1. You observe Americans doing things that they call relaxing. You see them sitting in front of a small box in their living rooms watching pictures move. You see them in big, open places watching other people kick balls or hit balls with sticks. You see them go into dark rooms and watch a big screen with pictures moving on it. As an observer, what do you learn? What messages do Americans learn from the things they watch? What seems important to them? How do they enjoy themselves?

2. It is wintertime and you observe that many Americans have placed trees decorated with hanging balls and lights in their houses. They put wrapped packages under the trees. You observe other Americans placing an eight-branched candelabra in their windows, lighting its candles and singing songs. Others appear to be marching in processions carrying lighted candles. Still others have decorated their houses with straw mats, candle holders, and ears of corn. What beliefs do you hear from Americans at this time? What understandings do you reach?

3. It is what Americans call November and suddenly adult Americans regardless of their color or sex leave their homes, stand in line at another building and go into a small booth. Inside the booth they put an X next to some names and then leave the booth. You hear them call this "voting." What do you learn about Americans from this behavior?

Now think of one or two examples of your own of what aliens might observe if they came to this country.

Trade examples with your classmates and interpret the behavior that someone else has observed. Make a list of what you think an alien might learn about American values and characteristics.

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ACTIVITY 3

Fairness in Our Laws Is Important

"All persons born or naturalized in the United States, are citizens of the United States and the state in which they reside. No state shall make or enforce any law which shall abridge the privileges and immunities of citizens of the United States, nor deprive any person of life, liberty or property without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

Fourteenth Amendment
to the Constitution

Because the people who founded this country had themselves experienced unfair treatment, they felt it was important to protect themselves and other people with laws that made equal treatment under the law the rule of the land. The Founding Fathers realized that sometimes unfair laws might be passed, and so the Supreme Court exists to decide whether laws are fair. One test of fairness is whether the law treats everyone equally.

In this activity you will decide whether a law sounds like it will promote equality for everybody, or whether it is unfair. Be sure to tell why you have your opinion. Some of these examples are laws only in certain states. Some are old laws. During your discussion of this activity, tell why you think some of these laws were changed.

1. No traffic on the highway can travel faster than 55 mph.

2. Every wage earner in the U.S. must file an income tax statement.

3. Only men can vote.

4. The punishment for taking someone's life can be the death penalty.

5. All of a woman's property belongs to her husband when she gets married.

6. In order to vote people must pass a literacy test.

7. In certain sections of the United States people seated in theaters and restaurants are strictly separated by race.

8. The people in the front seat of a car must wear seat belts.

9. You are not permitted to drive while intoxicated.

10. You can't deny a person a job because of his or her race or religion.

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ACTIVITY 17

Our Common Beliefs as Americans Protect All of Us

Below is a list of some of the American beliefs and values that have been mentioned in previous activities, or discussed in class afterward.

1. Separation of church and state.
2. Equal protection under the law.
3. Equal opportunity.
4. Government with the consent of the governed.

Although American law currently supports and reflects these beliefs, they come under constant attack by the extremist groups mentioned previously. In addition people who are by no means extremists may also question certain of these beliefs from time to time.

Some people appear to welcome the protection of the laws and constitution for themselves but are reluctant to extend that protection to those whom they consider criminal, inferior, immoral or simply different. However, one of the most important aspects of American law is that it applies equally to everyone, regardless of race, sex, social class, religion, handicap, family background or income. It is only in this way that all of us are protected from the dangers of prejudice and stereotyping.

Below are four statements of fact that have recently caused debate within this country. Read the statements below and then answer the questions following each of the statements.

1. Students in a public high school formed a club with the express purpose of harrassing black and Jewish students. These two groups of students were subjected to name-calling, insulting graffiti and a campaign of racist and Anti-Semitic incidents.
   A. Which belief is violated in this example? In what way?
   B. Do the students who formed this club have the right to do so? Why or why not?
   C. How is this club dangerous to American society?
   D. What actions would you recommend to school officials, parents and other students to help them deal with this club?

2. Some groups would like to abolish laws that currently give criminal suspects certain rights: for example, the right of a suspect to have a lawyer present during questioning by the police, and the rights of suspects to be informed of their constitutional protections.
   A. If criminal suspects are no longer granted these rights, would one of these beliefs be violated?
   B. How does the law that requires a suspect to be informed of his rights and to have a lawyer present protect a suspect? How does it protect all of us?
   C. If this law is abolished, what are some of the possible dangers or abuses that might arise?
   D. Where do you stand on this issue?

3. Some people support the idea of a law permitting prayers in public schools. The people who support this idea say that belief in God is an important American value that should be part of the school program.
   A. If officially sanctioned prayer were introduced into public schools, would this violate any of these beliefs? Why or why not?
   B. Can you think of any problems or abuses that might occur if prayer became a routine event in public schools?
   C. Can you think of any benefits?
   D. Where do you stand on this issue?

4. From 1960 to 1980 the percentage of eligible voters voting in this country has steadily declined, from 62.8% in 1960 to 53.9% in 1980. This, of course, means that almost half of all Americans of voting age do not participate in choosing this country's leaders.
   A. Does the decline in the percentage of voters violate any of these beliefs? Why or why not?
   B. What are the dangers to American society when approximately half of the eligible voters do not exercise their right to vote?
   C. Where do you stand on this issue?

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ACTIVITY 18

What Can You Do in Your Home and School?

We have seen the danger and the problems that occur when prejudice gains a foothold in our country or our city. We have seen that we all suffer when prejudice invades our school, our families, or our own minds. Knowing the dangers and pitfalls, it becomes very important to think of ways to overcome the beliefs and feelings that can lead to prejudice. Here are some ways that people can help themselves and others overcome prejudice.

Ways to Overcome Prejudice

1. Facts help. Real knowledge about people and groups helps us realize when a generalization or a stereotype is false.

2. Be able to recognize prejudice. Knowing that a statement or belief is prejudiced helps us to reject it.

3. Learn from experience but don't generalize about people or groups on the basis of one incident or one experience.

4. Be able to tell the difference between a half-truth and a stereotype. Understand that some stereotypes may contain a kernel of truth, but note the many untruths in it.

5. Help other people recognize and know the dangers of prejudice.

6. Help people understand the importance of basic American values such as equality, democracy, tolerance, civil rights, civil liberties.

Using what you have learned in these activities, examine your school, your home, and yourself for possible instances of prejudiced beliefs or behaviors.

1. Identify any prejudiced attitudes present in your school, home, or self.

2. Identify any prejudiced behaviors you have witnessed.

3. Draw up a plan of action that identifies ways in which prejudices could be eliminated.

4. Looking at the parts of your plan, figure out which parts could actually be accomplished.

5. Identify any things in your action plan that you think would be impossible to accomplish. Tell why you think so.

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ACTIVITY 2

Our Nation Believes in Fairness to All Kinds of People

As we saw in the last activity, we are all individuals who belong to many different groups. At the same time, the groups that we belong to help shape who we are as individuals. The same is true for the country in which we live. The United States is one country made up of many different groups. The present and future United States is shaped by the groups who are a part of the country. This idea was true in the past as well. Many groups came to this land, having had bad experiences in the countries from which they came. They were hoping for something better and their hope shaped the kind of country that the United States became. In this activity we will review what we know about the beliefs on which this country was founded. Here are three ideas that helped shape the United States. These ideas were considered unusual and radical in the 1700's. As you consider each idea, write a short paragraph on what you know about the early settlers and why these ideas would have been important to them, considering their history.

Economic Idea

Equality of Opportunity and the Right to own Property.

(From the Declaration of Independence: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness.")

(From the Fifth Amendment to the Constitution: "No person shall be deprived of life, liberty or property, without due process of law; nor shall private property be taken for public use, without just compensation.")

Political Idea

Government with the Consent of the Governed.

(From the Declaration of Independence: "That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.")

Religious Idea

The Separation of Church and State and an Individual's Right to Freedom of Religious Observance.

(From the First Amendment to the Constitution: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof.")

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ACTIVITY 1

Each of Us Is a Part of Many Groups

American society is a pluralistic society. This means that it is a society made up of many kinds of people and many kinds of groups. Most of us move around within several different groups. Our lives touch the lives of other people within the groups that we belong to. Through membership in our various groups we become connected with many different people, and have many different experiences.

What to Do:

1. Label each circle that surrounds you with the name of a group of which you are a member. Choose your groups from the following suggested headings, but feel free to add any types of groups that are not listed. You also may add as many circles as you wish.

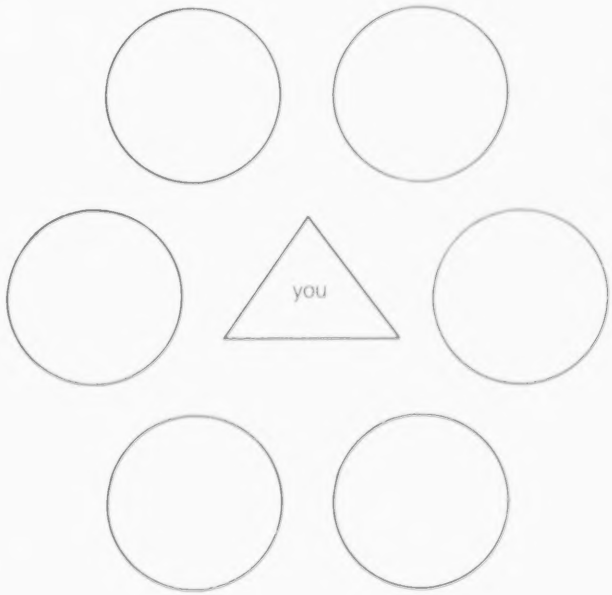
Possible Groups:

Family
Religious
School
Activity
Sports
Ethnic

2. Connect the figure labeled "you" to the group circles. Use an unbroken line if you feel strongly connected to the group. Use a broken line or dotted line if you don't feel very connected.

3. Answer these questions for class discussion:
   A. How did your membership in these groups come about?
   B. What accounts for your different degrees of loyalty to different groups?
   C. What are the advantages to you of your group membership?
   D. What are the advantages to the group?
   E. Are there disadvantages to membership in any of these groups? What are the disadvantages?
   F. Imagine your life without membership in these groups. What would change for you?

Diagram



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Evaluation Form

Was this program useful to you and your class? The Anti-Defamation League of B'nai B'rith would like to know how you feel about the teaching materials in this packet. Would you take a moment to answer the questions below and return this form to us?

Thank you.

1. With what grade(s) and class(es) did you use this program?

_____

2. With how many students did you use this program? _____

3. Was the teacher's guide ___very helpful in presenting program? ___fairly helpful in presenting program? ___not helpful in presenting program?

   Comments: _____

4. Were the activity masters ___very easy to use and understand? ___fairly easy to use and understand? ___difficult to use and understand?

   Comments: _____

5. How would you rate the treatment of the subject matter in this program? ___thorough ___adequate ___too brief

6. As a result of using this program, how many of your students do you believe will change certain of their behaviors or attitudes? ___more than half ___about half ___fewer than half

   Comments: _____

7. Do you have suggestions for improving this program?

   Comments: _____

Teacher's Name _____ Address _____

_____

_____

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or

☐ *The Record: The Black Experience in America, 1616-1979*. Sponsored by the NAACP, ADL, and the NCSS, this 16-page illustrated tabloid portrays 360 years of black history in this country.

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The Record: The Holocaust in History, 1933-1945. Prepared in cooperation with the NCSS, this 16-page illustrated tabloid contains primary source material on the Nazi era.

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